

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

**MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON SEPTEMBER 7, 2007
IN THE STATE ROOM, 1957 E Street, N.W.**

Members Present: President Knapp, Executive Vice President for Academic Affairs Lehman, Registrar Amundson, and Parliamentarian Johnson; Deans Barratt and Tong; Professors Becker, Biles, Castleberry, Cordes, Corry, Costanza, Delaney, Englander, Gallo, Galston, Griffith, Helgert, Johnson, Marotta, Pagel, Parsons, Pelzman, Robinson, Simon, Wilmarth, Wirtz, and Yezer

Members Absent: Deans Brown, Futrell, Katz, Lawrence, Phillips, Scott, and Whitaker; Professors Artz, Garris, Harrington, Rycroft, and Wade

The meeting was called to order by President Knapp at 2:35 p.m.

APPROVAL OF THE MINUTES

The minutes of the regular meeting held on May 11, 2007, were approved as distributed.

RESOLUTIONS

I. RESOLUTION 07/2, "A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN WITH REGARD TO THE COMPOSITION OF THE FACULTY SENATE"

On behalf of the Senate Executive Committee, Professor Arthur E. Wilmarth, Jr., introduced Resolution 07/2. The purpose of the Resolution is to provide for an additional elected representative for the School of Public Health and Health Services (SPHHS) on the Faculty Senate. Professor Wilmarth advised the Senate that this Resolution is modeled on a Resolution passed a number of years ago when a second representative was provided for the Elliott School of International Affairs. This was done to solve a dilemma, as each School is entitled to a representative on the Executive Committee, and Executive Committee members may not serve more than three terms in succession. As Senate members are elected for two-year terms, a School with only one representative must either be unrepresented on the Executive Committee for a year, or essentially be forced to have its representative resign so that a replacement can be elected and thus serve on the Executive Committee.

Professor Wilmarth said that Professor Donald O. Parsons of Columbian College of Arts and Sciences had voiced concern about the proportionality of Senate representation overall. To address this concern, Professor Wilmarth said that the

Executive Committee would request that the Committee on Professional Ethics and Academic Freedom examine this issue in detail and issue its recommendations. Noting that the SPHHS representative on the Executive Committee would complete three terms as of December 31, 2007, Professor Wilmarth urged the adoption of Resolution 07/2 so that it might in turn be considered by the Faculty Assembly and the Board of Trustees as required.

There being no questions or discussion on the Resolution, a vote was taken, and Resolution 07/2 was adopted by unanimous vote. (Resolution 07/2 is attached)

II. RESOLUTION 07/3, "A RESOLUTION ON ESTABLISHING A STEERING COMMITTEE ON UNDERGRADUATE CURRICULUM REVIEW"

On behalf of the Senate Executive Committee, Professor Lilien F. Robinson, Chair, introduced Resolution 07/3. She advised that the Resolution was offered pursuant to the Senate's adoption of Resolution 06/5 at its meeting on February 16, 2007. Resolution 06/5 urged that, rather than adopt the 4x4 curriculum model "scenario" described in the report of the Joint Task Force on a Possible 4X4 Undergraduate Curricular Structure, the faculties of the several schools undertake a comprehensive curriculum review beginning in the Fall semester, 2007 in collaboration with the incoming administration of President Knapp.

Professor Robinson reviewed key provisions of Resolution 07/3, which provides for the establishment of a Steering Committee on Undergraduate Curriculum Review. Discussion followed, with Professor Anthony M. Yezer inquiring about the Steering Committee's final work product. Professor Robinson responded that the charge to the Steering Committee would be drafted by the Executive Committee. Professor Parsons asked if the Deans were in agreement with conducting curricular reviews and working with the Steering Committee. Executive Vice President for Academic Affairs Donald R. Lehman responded that the Deans of the schools concerned had agreed to participate.

President Knapp said that he was present at the Executive Committee meeting when Resolution 07/3 was discussed for possible inclusion with the September meeting agenda. He added that he was pleased to see this initiative emerging from the faculty, and thought it proposed a very balanced and collaborative framework in which to conduct curricular reviews in the schools, an effort which he understood has broad support.

There being no further questions or discussion, a vote was taken, and Resolution 07/3 was adopted by unanimous vote. (Resolution 07/3 is attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

RESPONSE OF THE ADMINISTRATION TO SENATE RESOLUTIONS FOR THE 2006-07 SESSION

Professor Robinson noted that the Administration Response to the 2006-07 Resolutions had been circulated with the agenda for the September meeting. She offered to direct any questions about the administrative responses to Vice President Lehman, but no questions were posed.

GENERAL BUSINESS

I. NOMINATIONS FOR ELECTION TO SENATE STANDING COMMITTEES

Professor Robinson moved the nominations for election of the following faculty members to Senate Standing Committees: Fiscal Planning and Budgeting: Professor Robert C. Waters; Research: Professor Sharon F. Lambert. The nomination of Professor Phyllis M. Ryder to the University and Urban Affairs Committee was also moved. The entire slate was approved.

II. NOMINATIONS FOR ELECTION TO THE STEERING COMMITTEE ON UNDERGRADUATE CURRICULUM REVIEW

Professor Robinson moved the nominations for election of the following faculty members to the Steering Committee: Gary Simon (School of Medicine and Health Sciences (Co-Chair); Professors Mary Granger (School of Business), Majid Manzari, (School of Engineering and Applied Science), Barbara Miller (Elliott School of International Affairs), and Alan Wade (Columbian College of Arts and Sciences). The entire slate was approved.

III. REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed. She also reminded everyone that the Senate Offices had moved and are now located in Old Main, Suite 400. Professor Robinson also thanked Ms. Campbell for making arrangements for the Senate to hold its meetings in the State Room of the Elliott School.

In connection with the portion of Professor Robinson's report dealing with the Executive Committee's letter to the Academic Affairs Committee on the Board of Trustees, Professor Englander asked if that correspondence and the report that preceded it could be made available to faculty. Professor Robinson responded that copies of the correspondence would be made available with the September Faculty Senate minutes. In response to a request by Professor Englander that the correspondence be made available that afternoon so that he would have it in hand for a meeting of faculty members in the Business School, Professor Robinson indicated that the correspondence would be distributed electronically to Senate members after the conclusion of the meeting.

In connection with the portion of Professor Robinson's report dealing with the lack of compliance with *Faculty Code* requirements for tenured and tenure-track faculty in the SPHHS, Professor Yezer asked if the School had submitted a business plan to achieve the desired goals. Discussion followed between Professors Wilmarth and Yezer. Professor Wilmarth explained that a Joint Subcommittee formed by the Fiscal Planning and Budgeting Committee and Professional Ethics and Academic Freedom Committee, met with Dean Ruth Katz and asked Dean Katz to provide a plan that would enable SPHHS to achieve compliance with the *Faculty Code*. The Joint Subcommittee received and reviewed a response from Dean Katz and the Joint Subcommittee subsequently asked Dean Katz to provide a more detailed plan that would include specific goals and benchmarks. The Joint Subcommittee is currently awaiting a further response from Dean Katz.

Further discussion followed between Professor Wilmarth, Vice President Lehman, and Professor Wirtz, who asked if the Joint Subcommittee's deliberations included the possibility that there was something structural about the SPHHS which would perhaps warrant an exception to compliance with *Faculty Code* requirements, and further, what the basis of such an exception might be. Professor Wilmarth said that discussions on that general topic had been held, but no conclusions had been reached. He added that his sense of the discussion was that absent some very specific and concrete demonstration as to why the SPHHS' academic model would not be compatible with the requirements of the *Code*, an exception should not be considered by the Faculty Senate. Professor Parsons observed that Dean Katz has not articulated a rationale for an exception from *Code* requirements.

Further discussion ensued about the history of lack of compliance with *Faculty Code* requirements by the SPHHS since its creation. Professor Simon (SMHS) said that when the School was created, the Board of Trustees did not authorize additional tenure lines for the School. Professor Wilmarth said he understood that such a limitation on tenure lines at SPHHS was never communicated to the Senate before it approved the formation of SPHHS, and Professor Simon agreed with this observation. Professor Griffith, [who was a member of the initial Committee representing the Senate that negotiated the structure of the SPHHS] said that there was certainly no indication that the SPHHS could not eventually comply with *Code* requirements. Professor Robinson agreed with Professor Griffith's recollection, that the Senate was given assurances that compliance with *Code* requirements was achievable.

Vice President Lehman reminded the Senate that at a meeting held during the Spring, 2007 semester, the Senate was advised that the lack of additional tenure lines originally authorized by the Board of Trustees was no longer in effect. Thus, this impediment to the School's compliance with the *Code* was removed.

In conclusion, Professor Parsons observed that Professor Edward Cherian had chaired the Joint Subcommittee, and had invested an incredible amount of work into the examination of this issue. He added that he thought that Professor Cherian should be present for any future Senate discussion of this issue in detail, given the enormous amount of time he had devoted to it.

IV. ANNUAL REPORTS OF SENATE STANDING COMMITTEES

The Annual Reports of the Faculty Senate Executive Committee and the Committee on University and Urban Affairs are attached.

V. TRIBUTES TO RETIRING FACULTY

This item was deferred to the agenda for the next meeting of the Faculty Senate.

BRIEF STATEMENTS (AND QUESTIONS)

Professor Robinson requested and received the privilege of the floor so that the Chief of the University's Police Department, Ms. Dolores Stafford, could brief the Senate on a new training program.

Chief Stafford reported that in response to the tragic shootings occurring at Virginia Tech, her department developed a program over the summer for faculty, staff, and key student leaders which is designed to teach participants to identify indicators for potential violence before they escalate into dangerous situations on campus. Two other goals of VAMP [the Violence Awareness, and Mitigation Program] are to teach non-physical techniques to diffuse potential violence, as well as psychomotor skills which will enable participants to protect themselves and others while awaiting a police response should campus violence occur.

Chief Stafford also said that the first pilot program was conducted two weeks ago with the housing staff and received an enthusiastic response. A press release about the program was issued by the University on September 6th announcing the official start of the program. {The press release is attached and may be found by selecting the link below.]

http://www.gwu.edu/~media/pressrelease.cfm?ann_id=26348

Chief Stafford encouraged faculty and staff to sign up for this training, emphasizing that although the course consists of ten hours of instruction and exercises, it can be tailored to fit the schedules of faculty and staff, and it need not take place all in one day.

Professor Wilmarth said that Law School faculty members were briefed that morning about emergency planning and sheltering in place unless an evacuation order is issued. He asked if the University was considering the installation of deadbolt locks, and Chief Stafford responded that the issue is under consideration, but no decision has been reached.

President Knapp reported that he had discussed this topic with the Vice Presidents earlier in the week, and he had asked for a review of the many dimensions of the report on the Virginia Tech incident. He added that Chief Stafford's initiative addresses one aspect of the incident that the University community needs to review and be thoughtful about, but there are many others, including the manner in which the University responds to

students (or staff, or even non-community members) who exhibit signs that they are troubled; how these individuals are evaluated, and what the response should be in terms of University policies and procedures. President Knapp acknowledged that these are somewhat different issues than devising campus preparations and possible responses to an incident. This assessment will obviously involve the University Police Department and the Office of Public Safety and Emergency Management as well as careful analysis of the Virginia Tech report by many departments within the University.

President Knapp said he was very glad to be meeting with the Senate, and expected to take some time to learn about this important body's traditions and procedures. President Knapp noted that he had already benefited from the advice and counsel of the Senate Executive Committee offered during several very open and productive discussions. He added that he would welcome similar discussions with the Senate as a whole. While President Knapp said he did not want to trample on traditions that may have been established over time at GW, the Senate agenda as currently structured provides for brief statements and questions, but not for more extended discussion. He asked if it would be acceptable from time to time to add an item to the Senate's agenda so that he could update the Senate on the administration's thinking about important issues that affect faculty and students, as well as reflections on some of his own experiences at other institutions as those might bear on some of the issues GW faces.

No objections were voiced to the President's proposal, and several of the faculty members present spoke in favor of such an agenda item.

ADJOURNMENT

There being no further business before the Senate, the meeting was adjourned at 3:25 p.m.

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary

A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN WITH REGARD TO THE COMPOSITION OF THE FACULTY SENATE (07/2)

WHEREAS, the Faculty Organization Plan currently allocates a single seat in the Faculty Senate and on the Senate's Executive Committee to the School of Public Health and Health Services; and

WHEREAS, the Faculty Organization Plan, under Article II, Section 5, subsection (a), currently establishes a three-year consecutive term limit on membership on the Senate's Executive Committee; and

WHEREAS, limiting the School of Public Health and Health Services to a single seat on the Faculty Senate and on the Senate's Executive Committee may come into conflict with the above term limit, NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

(1) That Article III, Section 2, subsection (a) (3) of the Faculty Organization Plan be amended to read:

"The faculty members of the Senate shall be elected by and from their faculties as follows: Columbian College of Arts and Sciences, nine; the Graduate School of Education and Human Development, School of Engineering and Applied Science, School of Business, School of Medicine and Health Sciences, and the Law School, three each; the Elliott School of International Affairs and the School of Public Health and Health Services, two each."

(2) That the President, as Chair of the Faculty Assembly, is requested to place on the agenda of the Faculty Assembly at its meeting on September 10, 2007 the proposed amendment to the Faculty Organization Plan; and

(3) That, upon approval by the Faculty Assembly, the President is requested to forward at the earliest opportunity the proposed amendment to the Faculty Organization Plan to the Board of Trustees for final approval, to become effective by January 1, 2008.

**Executive Committee of the Faculty Senate
August 24, 2007**

Adopted September 7, 2007

**A RESOLUTION ON ESTABLISHING A STEERING COMMITTEE ON
UNDERGRADUATE CURRICULUM REVIEW (07/3)**

WHEREAS, During the 2006-2007 academic year the Faculty Senate and School faculties engaged in considerable discussion of the report of the Joint Administration/Faculty Task Force and its recommendation of the adoption of a 4x4 undergraduate curriculum “scenario;” and

WHEREAS, After reviewing a report and recommendations of a Special Committee of the Faculty Senate, which evaluated the Joint Task Force Report, the Faculty Senate adopted Resolution 06/5 on March 9, 2007, which recommended that the faculties of the several Schools should be given “a reasonable opportunity to undertake a comprehensive review of their respective curricula” prior to any decision by the University to adopt the 4x4 “scenario;” and

WHEREAS, Resolution 06/5 further stated that “the Faculty Senate urges the faculties of the several Schools, beginning in the Fall of 2007, to undertake a comprehensive curriculum review in their Schools, in collaboration with the incoming administration of President-elect Steven Knapp;” and

WHEREAS, Resolutions passed by School faculties were basically consistent with the conclusions and recommendations of Faculty Senate Resolution 06/5; and

WHEREAS, President Knapp has expressed the Administration’s support of a comprehensive review of the undergraduate curriculum and its accomplishment as a collaborative effort of the Deans, their faculties and the Faculty Senate; NOW, THEREFORE,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends the establishment of a Steering Committee on Undergraduate Curriculum Review, which should undertake a comprehensive review and evaluation of the University’s undergraduate curriculum and, based on that review, should issue recommendations for revisions to that curriculum consistent with the University’s stated aspirations for academic excellence, and

That the Steering Committee should consist of:

- 1. Five Deans (Columbian College, the Elliott School of International Affairs, the School of Business, the School of Engineering and Applied Science, and the School of Public Health and Health Services), one of whom should serve as Committee Co-Chair, and**
- 2. Five faculty members, nominated by the Executive Committee for election by the Faculty Senate, one of whom to be designated as Committee Co-Chair, and**
- 3. Five faculty members, one from each of the foregoing Schools, elected by the faculty of the school and appointed by the Dean of the respective School.**

BE IT FURTHER RESOLVED

That the Steering Committee should work in concert with each of the standing or specially established School Committees undertaking the comprehensive review of its School curriculum.

**Executive Committee of the Faculty Senate
August 24, 2007**

Adopted, September 7, 2007

FOR IMMEDIATE RELEASE

September 6, 2007

MEDIA CONTACT: Adela de la Torre

(202) 994-6424; adelita@gwu.edu

GW DEVELOPS NEW TRAINING PROGRAM TO HELP FACULTY, STAFF, AND STUDENT LEADERS RECOGNIZE AND RESPOND TO POSSIBLE CAMPUS VIOLENCE

WASHINGTON — The George Washington University Police Department (UPD) has developed a new and innovative violence awareness training program for faculty, staff, and student leaders. The Violence Awareness and Mitigation Program (VAMP) teaches participants how to identify pre-violence indicators before they can escalate to a dangerous situation on campus.

The specific goals of this program are to educate people about behaviors that indicate the potential for violence in students and community members; to teach techniques that are used in non-physical situations to diffuse the potential for violence; and to develop psycho-motor skills to allow faculty, staff, and student leaders to protect themselves and others from violence. Participants will learn techniques to help them in situations that range from dealing with disruptive students to specific threats directed at the individual to managing aspects of major incidents, including active shooters. UPD recently conducted a pilot program with professional staff members with GW Housing Programs.

“One of the outcomes of the Virginia Tech shootings is the concern that individuals confronted by an active shooter or violent offender in a campus setting do not know how to react and are not prepared to identify the potential for violence in their students and fellow co-workers. VAMP teaches participants how to recognize combative behavior and how to remove oneself from or deal with a potentially dangerous situation until the police arrive, if necessary,” said Dolores Stafford, GW chief of police.

The program, which is a 10-hour class, is designed to enhance each participant’s relationship with UPD and better understand the department’s response to various incidents and emergencies on campus. Participants also will gain better knowledge of University policies and protocols in reference to serious incidents on campus.

UPD protects and serves GW and the Foggy Bottom community by providing professional law enforcement services, promoting progressive community policing strategies, and maintaining a commitment to education. The department employs more than 150 full-time personnel, 100 of whom are uniformed officers.

**For more information about the GW University Police department, please visit
<http://gwired.gwu.edu/upd/>.**

For more news about GW, visit the GW News Center at www.gwnewscenter.org.

- GW -

ANNUAL REPORT
of
THE EXECUTIVE COMMITTEE OF THE FACULTY SENATE
2006-2007 SESSION

During the 2006-2007 session the Executive Committee established the agenda for eight regular meetings of the Faculty Senate.

The Faculty Senate also considered six resolutions. Two were adopted without emendation, three were adopted as amended, and one was not adopted. The administration accepted one resolution, "noted" one resolution, "acknowledged" one resolution, characterized one resolution as "inform[ing] administrative thinking" but "not...binding," and declined comment on two resolutions. The administration's response to the resolutions is attached to this report. The resolutions considered by the Faculty Senate are briefly summarized below.

FACULTY SENATE RESOLUTIONS

"A Resolution to Support Student Representation on the Board of Trustees"

Presented by the Joint Committee of Faculty and Students, this resolution proposes voting seats on the Board of Trustees for students enrolled in degree-granting programs of the University.

Citing as precedent student membership on the Board of Trustees at Duke and Tufts Universities and the University of Miami, the resolution contends that George Washington University's system of student membership on the Board of Trustees' standing committees does not provide for adequate student participation.

The resolution was not approved by the Faculty Senate.

"A Resolution to Amend the By-laws of the Faculty Senate"

Introduced by the Executive Committee and passed by the Faculty Senate, the purpose of this resolution is to extend the mandate and mission of the Senate's Faculty Development and Support Committee.

Adopted by the Faculty Senate, the resolution provides for the Committee's assumption of responsibility for addressing an increased number of administrative and support issues being forwarded to the Faculty Senate. To reflect this expansion of mandate, the resolution also designates a change in name to the Committee on Faculty Development, Including Academic and Administrative Support.

“A Resolution on the Timetable for Action on the Recommendations of the Joint Administration/Faculty Task Force on a possible Four-Course, Four-Credit Undergraduate Curricular Structure”

This resolution was presented by the Faculty Senate's Special Committee on the Proposed 4x4 Curriculum Report.

It provides for an extension of the administration's two-month timetable for faculty response to the report of the Joint Task Force on the 4x4 curriculum. It points out that in view of the potentially profound and wide sweeping consequences of adopting the recommendations of the Joint Task Force, the report requires serious consideration. Further, it stresses that this could not be accomplished in two months with respect to a report produced after eighteen months of deliberation.

The resolution establishes a deadline for the Schools' and the Faculty Senate's response to the Joint Task Force Report of one week prior to the April 13, 2007 Faculty Senate meeting.

The resolution was passed by the Faculty Senate (and followed by the administration).

“A Resolution on Construction of New Academic Facilities”

The resolution was introduced by the Committee on Physical Facilities. Pursuant to the Committee's extensive study of the programmatic needs, as presented by the Deans of the Schools, it addresses and makes recommendations with respect to future construction of academic facilities.

The resolution endorses investment in new facilities for the School of Engineering and Applied Science identifying it as a priority second to the construction of a Science Center. On the University side, it identifies the Graduate School of Education and Human Development and on the Medical Center side, the School of Public Health and Health Services as the next priorities.

The Faculty Senate passed this resolution.

“Substitute Resolution Regarding Recommendations in the Report of the Joint Administration/Faculty Task Force on a Possible Four-Course, Four-Credit Undergraduate Curriculum Structure”

This resolution was proposed by the Faculty Senate's Special Committee which had been established by the Executive Committee to receive and evaluate the Joint Administration/Faculty Task Force Report on a 4x4 undergraduate curriculum structure.

The resolution points to major potential flaws of the report's proposed 4x4 curriculum model, lack of evidence supporting its academic and economic benefits, and inadequate justification for its adoption at George Washington University. Accordingly, it recommends to the faculties of the Schools that the report's proposed 4x4 curriculum model 'scenario' not be adopted at this time.

It urges the schools to undertake curriculum reviews in collaboration with the incoming administration of President Knapp.

The resolution was passed by the Faculty Senate.

"A Resolution on Library Endowment Funds"

Presented by the Libraries Committee, the resolution addresses the collection budget of the Gelman Library System. It recommends that the University Administration request that the University Librarian, in consultation with the Committee on Libraries and the Committee on Fiscal Planning and Budgeting, provide a plan that will bring the collection budget to a level equal to the average level of collections expenditures of "market basket" schools.

It recommends that the University Administration raise to "university-level" status its fund-raising efforts for the Gelman Library System.

This resolution was passed by the Faculty Senate.

REPORTS

The Executive Committee arranged for the presentation of ten reports to the Faculty Senate. These included the annual report of the College of Professional Studies (Dean Roger Whitaker), update on recent building and renovation activity on campus during the summer months (Executive Vice President and Treasurer Louis H. Katz), update on classroom scheduling/availability (Associate Vice President Craig W. Linebaugh), update on emergency preparedness (Assistant Vice President for the Office of Public Safety and Emergency Management John N. Petrie), report on campus security (Chief of University Police Dolores A. Stafford), update on the campus plan process (Executive Vice President and Treasurer Louis H. Katz), annual report on the composition of the faculty (Executive Vice President for Academic Affairs Donald R. Lehman), report on service learning (Co-Chair, Service Learning Advisory Board Lisa Benton-Short), special report on the financial aspects of the University's sponsored research (Chair, Fiscal Planning and Budgeting William B. Griffith), and report on the University's strategic plan for research (Chief Research Officer Elliot Hirshman).

In addition, the Executive Committee continued a process it instituted during the 2001-2002 session of presentation of School status reports by the Deans.

During the 2006-2007 session the Senate received presentations from the School of Health and Health Services (Dean Ruth J. Katz), the Law School (Dean Frederick M. Lawrence), the Elliott School of International Affairs (Dean Michael E. Brown).

PERSONNEL MATTERS

Tenure Revocation

As required by the Faculty Code, a tenure revocation case in the School of Engineering and Applied Science was heard by a Hearing Panel of the Faculty Senate's Dispute Resolution Committee. The Hearing Panel supported the revocation of tenure.

As further pursuant to the Faculty Code, the Dispute Resolution Committee heard the appeal in this case, upholding the decision of the Hearing Panel.

Grievances

Two grievances, one in Columbian College and the other in the School of Business remain in the hearing process.

Nonconcurrences

No administration nonconcurrences with faculty personnel recommendations were received during the 2006-2007 session.

During the 2006-2007 session the Faculty Senate considered and dealt with matters central to the success of the faculty role in governance at the University. The Executive Committee is most grateful to Faculty Senate members and the many colleagues throughout the University for their hard work, dedication and support. The Committee is appreciative of the time and effort extended by President Trachtenberg and Executive Vice President Lehman on the challenging issues of this session. The Committee also extends very special thanks to Sue Campbell for her effective, conscientious, and cheerful assistance in the work of the Faculty Senate.

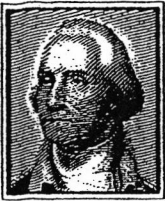
Respectfully submitted,

Lilien F. Robinson, Chair

Members of the Executive Committee

Brian L. Biles
Charles A. Garris, Jr.
Ernest J. Englander
Michael S. Castleberry
Robert W. Rycroft
Gary L. Simon
Arthur E. Wilmarth, Jr.

Enclosure



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON DC

THE PRESIDENT

TO: Lilien F. Robinson, Chair (2006-07)
FROM: Stephen Joel Trachtenberg
SUBJECT: Faculty Senate Resolutions: 06/1 - 07/1
DATE: June 12, 2007

Lilien: I am in receipt of your May 21 memorandum providing a tabulation of resolutions acted upon by the Faculty Senate during its 2006-07 session. As you requested, I am pleased to attach the response of the Administration to these resolutions for inclusion in the Faculty Senate Annual Report.

SJT/h
cc+: Donald Lehman

RESOLUTIONS 2006-07 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of the Administration
06/1	5-12-06	A Resolution to Support Student Representation on the Board of Trustees	Defeated	Acknowledged.
06/2	11-10-06	A Resolution to Amend the <u>Bylaws</u> of the Faculty Senate	Adopted	Enthusiastically received.
06/3	11-10-06	A Resolution on the Timetable for Action on the recommendations of the Joint Administration/Faculty Task Force on a possible four-Course, Four-Credit Undergraduate Curricular Structure	Adopted	Overtaken by events.
06/4	12/8/06	A Resolution on Construction of New Academic Facilities	Adopted as twice amended	Will inform administrative thinking; it is not seen as binding.
06/5	2-16-07	Substitute Resolution Regarding Recommendations in the Report of the Joint Administration/Faculty Task Force on a Possible Four-Course, Four-Credit Undergraduate Curricular Structure	Adopted as amended (including Appendix A)	Not appropriate for administrative comment.

RESOLUTIONS 2006-07 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of the Administration
06/6	3/9/07	A Resolution on Library Endowment Funds	Adopted as amended	Noted with encouragement to the faculty to help rise additional funds for the library
07/1	5/11/07	A Resolution of Appreciation	Adopted	The sentiments are received with Gratitude and reciprocated in Kind.

**END OF YEAR Report
Faculty Senate Standing Committee on
University And Urban Affairs**

May 20, 2007

**Acting Chair, Associate Professor Lisa Benton-Short, Department of
Geography (lbenton@gwu.edu)**

Members of the 2006-2007 UAUA

FACULTY:

Acting Chair: Lisa Benton-Short, Department of Geography
Dwight Cropp, Public Policy and Public Administration
John Dudte, Emergency Medicine
Susan LeLacheur, Health Care Sciences
Honey Nashman, Sociology
Kathleen Steeves, Teacher Preparation and Special Education
Stuart Umpleby, Management Science
Gregory Squires, Sociology

EX OFFICIO:

Rob Cannady, ,Counselor, Multicultural Student Services
Greg Colati, Head, Special Collections, Gelman Library
Bernard Demczuk, Assistant VP for District of Columbia Affairs
Michael Akin, Director, District of Columbia and Foggy Bottom/West End Affairs
Louis Katz, Executive Vice President and Treasurer
Susan Hyatt, Director of Advancement, Gelman Library
Scott Mory, Executive Director of Alumni Programs
Scott Pagel, Law, Executive Committee Liaison
Ginger Smith, Associate Dean, College of Professional Studies
Emily Morrison, ISCOPEs

The Committee on University and Urban Affairs (UAUA) helps foster continued good citizenship between GWU and the greater Washington, DC metropolitan area. By affirmatively tracking GW's already allocated resources and initiatives, the UAUA "paints the big picture" of GW's community relationship and subsequently provides the University with a valuable source of advice on continuous improvement and possible future endeavors.

For academic year 2006-2007, the UAUA Committee focused our energy on furthering community relations initiatives particularly in the Foggy Bottom/West End neighborhood. To this end, we focused our time on the following ongoing agendas:

- 1) Supported the community building work of the FRIENDS initiative (in its third year). UAUA members have attended monthly meetings and social events (such as the annual October Blockparty, the December Holiday Party and the Spring BBQ).
- 2) Members of the UAUA committee provided letters of support and oral testimony to the DC Zoning Commission regarding the Campus Plan 2006-2025, Square 54 and the School Without Walls project.
- 3) This spring, the members of the UAUA reviewed the Service-Learning at GW" report and unanimously endorsed its objectives and proposals. Several of the UAUA members, including Honey Nashman (Sociology), Sutart Umpebly (Management), Emily Morrison (ISCOPEs) and Lisa Benton-Short have integrated Service-Learning into their own courses and were particularly interested in ways that faculty could learn more about Service-Learning. The UAUA will continue to advance Service-Learning for the following year and will discuss ways in which the UAUA can support this ongoing effort. In March, 2007, Lisa Benton-Short and Emily Morrison attended the Faculty Senate meeting to present a progress report on Service-Learning.

- 4) Finally, we consider the highlight of our work this year to be our own initiative, now in its second year, a monthly Faculty Speaker's Series that takes place off campus, at St. Mary's Court, a senior residential complex. UAUA members initiated and organized this series in conjunction with Iona Senior Services at St. Mary's Court. We scheduled our speaker's series to take place at lunch (St. Mary's sponsors a subsidized lunch program that is available to all seniors living in Foggy Bottom/West End). A full list of the speakers is attached.
- 5) The UAUA Chair, Lisa Benton-Short, was invited to and attended two meetings with the GW Board of Trustees External Affairs Committee on February 8th and May 10th as a Faculty Representative. At each meeting, Dr. Benton-Short provided a written report and oral summary of UAUA activities.

The UAUA Committee met six times this year (three times in the Fall and three times in the Spring (January, February and April). In addition, members attended the speakers series events.

The following members ask to continue to serve the UAUA in 2007-2008:

FACULTY:

Acting Chair: Lisa Benton-Short, Department of Geography
Susan LeLacheur, Health Care Sciences
Honey Nashman, Sociology
Kathleen Steeves, Teacher Preparation and Special Education
Stuart Umpleby, Management Science
Gregory Squires, Sociology

EX OFFICIO:

Michael Akin, Director, District of Columbia and Foggy Bottom/West End Affairs
Emily Morrison, ISCOPEs

Susan Hyatt, Director of Advancement, Gelman Library

UAUA Speaker Series LIST OF SPEAKERS 2006-2007

2007 UAUA/St. Mary's Court Speaker Series

January 29: Paul Kendrick will speak about his new book on Abraham Lincoln and Frederick Douglass.

March 5th: Professor Gregory Squires, Sociology, "There is no such thing as a Natural Disaster: Race, Class and Hurricane Katrina"

March 20th: Susan LeLacheur, Health Care Sciences, "Seniors and HIV/AIDS"

April 20th: Bernard Demczuk, Assistant VP for District of Columbia Affairs "The Driving History of US Street and Lunch at Ben's Chili Bowl."

May 8th: Elena Sierra, GW United Students for Fair Trade, "The Importance of Fair Trade."

2006 UAUA/St. Mary's Court Speaker Series

January 11th. Dr. Judy Scott Feldman, Chair of the National Coalition to Save Our Mall will speak about challenges to the National Mall in D.C.

February 16th: Professor Leslie Jacobson, Chair Department of Theatre and Dance "Social Change Through Dance"

March 8th: Assistant Professor Kimberly D. Acquaviva, School of Medicine and Health Sciences, "Personal emergency preparedness".

April 27th Bernard Demczuk, Assistant VP for District of Columbia Affairs will discuss "Black History in DC".

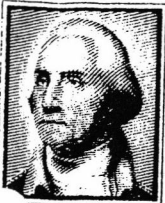
May 22nd: Professor William Becker "World Economy."

June 2nd Professor Lisa Delpi-Nerati, of Travel and Tourism, "Olympic Games and Tourism."

September 27: Wesley Reisser, The State Department, "Human Rights in the Middle East"

October 26: Professor David Rain, Geography, "Is there a pressing housing crisis in Africa—South of the Sahara?"

December 5th: Kirsten Thomsen, School of Medicine and Health "New Orleans in the aftermath of Hurricane Katrina."



MEMORANDUM

TO: Lydia W. Thomas, Chair
Committee on Academic Affairs, Board of Trustees

Donald R. Lehman
Executive Vice President for Academic Affairs

FROM: Lilien F. Robinson, Chair
Faculty Senate Executive Committee

RE: Tenure and Promotion Issues

DATE: July 16, 2007

On May 18, 2006, the Committee on Academic Affairs of the Board of Trustees ("CAA") adopted "A Resolution Concerning the Rigor of Review of Candidates for Tenure and Promotion in the Colleges and Schools of The George Washington University" (the "CAA Resolution"). The second resolving clause of the CAA Resolution directed the Executive Vice President for Academic Affairs ("EVPAA") to "work with the Faculty Senate Executive Committee to strengthen the role of the School-Wide Personnel Committees (Section IV.D. of the *Faculty Code*) in the review of dossiers of candidates recommended for tenure/promotion or promotion such that their written review and recommendation to the dean covers a thorough review of the qualifications of the candidate relative to the stated school and department criteria in addition to whether the procedures of the process were followed."

In response to the CAA Resolution, the Faculty Senate Executive Committee ("Executive Committee") asked the Faculty Senate Committee on Appointment, Salary and Promotion Policies and the Faculty Senate Committee on Professional Ethics and Academic Freedom ("PEAF Committee") to form a joint subcommittee (the "Joint Subcommittee"), which would review the matters discussed in the CAA Resolution. During the 2006-07 academic year, the Joint Subcommittee held several meetings, including meetings with EVPAA Lehman and with Lydia Thomas and Gerald Lazarus of the CAA, to discuss the issues and concerns presented in the CAA Resolution. The Executive Committee received a briefing from the co-chairs of the Joint Subcommittee and discussed the same issues and concerns with EVPAA Lehman during its meeting on April 27, 2007. The Executive Committee held a further meeting with the co-chairs of the Joint Subcommittee to discuss these matters on June 20, 2007. In response to the CAA Resolution, and in light of the discussions during the foregoing meetings, the Executive Committee believes that it would be helpful to state its conclusions with respect to the following two issues arising under the *Faculty Code*:

- (1) What is the role of a school-wide personnel committee in reviewing a recommendation for tenure and/or promotion submitted by the faculty of a department within that school?
- (2) What is the role of the Board of Trustees in reviewing an appeal by the recommending faculty unit following an administrative nonconcurrence with a faculty recommendation for tenure and/or promotion?

Based on its interpretation of the *Faculty Code*, the Executive Committee expresses the following conclusions with respect to these issues:

- (1) A school-wide personnel committee does not have authority to make a de novo review of a faculty candidate's qualifications for tenure or promotion or to substitute their judgment for the judgment of the recommending departmental faculty. However, under Article IV.D. of the *Faculty Code*, the school-wide personnel committee is required to review each recommendation by a department for tenure or promotion and to advise the dean whether "compelling reasons" may exist that would justify an administrative nonconcurrence. In carrying out its responsibilities under Article IV.D., the school-wide personnel committee "may request additional information, documentation, or clarification respecting such [departmental] recommendations." The Executive Committee believes that the school-wide personnel committee should direct each such request to the dean. If the dean agrees with the school-wide personnel committee's request, the dean should forward that request to the department and work with the department chair and/or the chair of the department's appointment, promotion and tenure committee ("APT committee chair") in obtaining the requested information, documentation or clarification. The department chair and/or the APT committee chair should communicate each request forwarded by the dean, together with the department's proposed response, to all faculty members who were eligible to participate in making the department's original recommendation.
- (2) If a dean or the EVPAA nonconcurs with a faculty recommendation for tenure or promotion, the EVPAA sends the nonconcurrence and a statement of supporting reasons to the Executive Committee. The Executive Committee seeks information and advice from the recommending faculty unit, the dean and the EVPAA and makes recommendations to all three parties. If concurrence between the recommending faculty unit and the administration cannot be reached despite the Executive Committee's intercession, the recommending faculty unit may appeal either to the Board of Trustees or to the President. The faculty candidate does not have any right of appeal, because the recommendation is originated by the recommending faculty unit and all subsequent proceedings are between that unit, the dean and the administration. Thus, an appeal to the Board of Trustees by the

recommending faculty unit is likely to occur only when there is a fundamental disagreement over an important issue of academic policy between the recommending faculty unit and the administration, which the Executive Committee has been unable to resolve. In such circumstances, the Executive Committee believes that the Board of Trustees is in a unique position to review, mediate and resolve the policy disagreement and thereby prevent a dangerous breakdown in collegial relationships between the faculty and the administration. To assist the Board of Trustees, the Executive Committee will specifically identify each area of disagreement over academic policy that is inherent in an unresolved nonconcurrence. In addition, where a disagreement relates to the quality of a candidate's scholarship, the Executive Committee will recommend ways in which the disagreement could be resolved before any appeal is presented for the Board of Trustees' consideration. The Executive Committee strongly recommends that its Chair should be permitted to participate fully in the CAA's deliberations with regard to an unresolved nonconcurrence, so that the Chair can assist the CAA in understanding the faculty's perspective.

In reaching these conclusions, the Executive Committee has been guided by the *Faculty Code* and also by Faculty Senate Resolution 03/10, "A Resolution on the Roles of Faculty Members, School-Wide Personnel Committees, and Administration Officials in Tenure and Promotion Cases," which was adopted by the unanimous vote of the Faculty Senate on April 9, 2004 ("FS Resolution 03/10"). The following discussion provides a detailed explanation of the Executive Committee's analysis of both issues in light of the *Faculty Code* and FS Resolution 03/10.

1. The Role of a School-Wide Personnel Committee in Reviewing a Departmental Recommendation for Tenure and/or Promotion

Under Articles IV.B. and IV.C. of the *Faculty Code*, a candidate for promotion or tenure must satisfy applicable criteria in the areas of teaching ability, productive scholarship, and service to professional societies, the University and the public. Articles IV.B.3. and IV.C.2. of the *Faculty Code* require each school to establish and publish criteria on which promotion and the granting of tenure will be based. Under the same provisions, each department within a school may adopt additional criteria for promotion or tenure. Any additional departmental criteria must be published. Finally, Part B.2. of the *Procedures for the Implementation of the Faculty Code* (the "*Procedures*") requires each department and each school to establish and follow procedures for submitting faculty recommendations regarding promotion and/or tenure.

The first resolving clause of FS 03/10 states that each school and each department "should ensure that its criteria and procedures governing tenure and promotion . . . provide clear, specific and detailed guidance to faculty candidates regarding the standards to be applied by the department's or school's faculty in making recommendations concerning tenure and promotion." As reflected in the Faculty Senate's discussion of FS 03/10 and the Joint Subcommittee's discussions during the past year, the Executive

Committee believes that the faculty of each school and each department should regularly review and revise school and departmental criteria for tenure and promotion. Revisions to such criteria should reflect the University's aspirations for academic excellence and for continued improvements in the areas of teaching, scholarship and service. For example, when Arthur Wilmarth, as Chair of the PEAFC Committee, presented FS 03/10 for adoption by the Faculty Senate, he stated that "[t]he PEAFC Committee recognizes that as GW increases its efforts to achieve academic excellence, [school and departmental] criteria need to be updated from time to time to reflect the University's academic goals." See page 2 of the minutes for the Senate's April 9, 2004 meeting.

Part B.2. of the *Procedures* provides that the regular, active-status faculty members of the appropriate rank within each department or nondepartmentalized school are responsible, either through an elected committee or as a committee of the whole, to submit recommendations for tenure and promotion. Part B.3. of the *Procedures* provides that actions concerning tenure and promotion "shall normally follow faculty recommendations" and "[d]epartures from this standard shall be limited to those cases involving compelling reasons." As explained in the fifth resolving clause of FS 03/10, "compelling reasons" may be "based on a finding of (i) significant financial or programmatic constraints, (ii) the failure of the recommending faculty to conform to published tenure or promotion procedures, (iii) arbitrary or capricious action by the recommending faculty, or (iv) insufficient evidence or inadequate reasons provided by the recommending faculty," as long as the reasons for a nonconcurrence "plainly outweigh the evidence and reasons provided by the recommending faculty in support of granting tenure or promotion to the faculty candidate."

Thus, FS 03/10 recognizes that the "compelling reasons" standard embodied in Part B.3. of the *Procedures* permits the dean of a school or the EVPAA to nonconcur with a faculty recommendation that is arbitrary or capricious or that does not support the department's conclusion that the faculty candidate has satisfied the applicable criteria for tenure or promotion. In order to assist the dean in reviewing departmental recommendations, Article IV.D. of the *Faculty Code* provides that each departmentalized school must establish a school-wide personnel committee. Under Article IV.D., the school-wide personnel committee has the responsibility "to consider recommendations" from departments for tenure and promotion and to "advise the dean of that school whether the candidate has met the relevant school and department criteria and whether it has identified any 'compelling reasons' that may exist for not following the departmental or unit recommendation."

Thus, Article IV.D. of the *Faculty Code* is consistent with the second resolving clause of the CAA Resolution, which states that a school-wide personnel committee should review "the qualifications of the candidate relative to the stated school and department criteria in addition to whether the procedures of the process were followed." Article IV.D.1. provides that a school-wide personnel committee is not limited to a review of the applicable procedures and is also responsible for "advis[ing] the dean . . . whether the candidate has met the relevant school and department criteria" for tenure or promotion. Article IV.D.1. stipulates that the "advisories" given to the dean by the

school-wide personnel committee of a departmentalized school "shall not be construed as 'faculty recommendations' as defined in Section B.3. of the [Procedures]." Therefore, as stated in the fifth resolving clause of FS 03/10, a school-wide personnel committee does not have authority "to make a de novo review of the faculty candidate's qualifications or to substitute their judgment for the judgment of the recommending faculty." Nevertheless, the school-wide personnel committee plays an important role in reviewing each recommendation by a department for tenure or promotion and in advising the dean whether "compelling reasons" may exist that would justify an administrative nonconcurrence.

In carrying out its responsibilities under Article IV.D. of the *Faculty Code*, the school-wide personnel committee "may request additional information, documentation, or clarification respecting such [departmental] recommendations." Thus, if a school-wide personnel committee believes that the materials accompanying a department's recommendation do not support the department's conclusion that the faculty candidate has satisfied the applicable school and departmental criteria, the school-wide personnel committee has authority to request additional information, documentation or clarification with respect to the department's recommendation. The Executive Committee believes that the school-wide personnel committee should direct each such request to the dean. If the dean agrees with the school-wide personnel committee's request, the dean should forward that request to the department and work with the department chair and/or the APT committee chair in obtaining the requested information, documentation or clarification. Whenever the dean forwards such a request to the department, the department chair and/or the APT committee chair should inform all faculty members who were eligible to participate in making the department's original recommendation regarding (i) the nature of and reasons for the request, and (ii) the department's proposed response to that request.

For example, a school-wide personnel committee may request additional information concerning a faculty candidate's record of teaching or service if it believes that the materials accompanying the department's recommendation do not support the department's conclusion that the candidate has satisfied the applicable school and departmental criteria for teaching or service. Similarly, a school-wide committee may request additional reviews of a candidate's scholarship if it believes that the reviews obtained by the department do not support the department's conclusion that the candidate has satisfied the applicable school and departmental criteria for productive scholarship. In either case, if the dean agrees with the school-wide personnel committee's view, the dean should forward the request to the department and work with the department chair and/or the APT committee chair in obtaining the requested information (including, where appropriate, the selection of additional external reviewers for the candidate's scholarship).

2. The Role of the Board of Trustees in Reviewing an Appeal by the Recommending Faculty Unit Following an Administrative Nonconcurrence with a Faculty Recommendation for Tenure or Promotion

If a dean or the EVPAA nonconcurs with a faculty recommendation for tenure or promotion, Part B.4. of the *Procedures* requires the EVPAA to send the nonconcurrence, together with a statement of supporting reasons, to the Executive Committee. Part B.4. authorizes the Executive Committee to seek information and advice from the recommending faculty unit, the dean and the EVPAA, and to make recommendations to all three parties. In one recent case, the Executive Committee recommended that the faculty candidate's contract should be extended for one year (as permitted under Article IV.A.3.1.c of the *Faculty Code*), and that the recommending faculty unit and the dean should agree on the selection of additional external reviewers for the candidate's scholarship. The administration did not follow the Executive Committee's recommendation in that case, but the Executive Committee believes its recommendation could serve as a useful model for future cases in which the recommending faculty unit and the administration have a fundamental disagreement over the quality of a candidate's scholarship.


Part B.4. of the *Procedures* further provides that, if concurrence between the recommending faculty unit and the administration cannot be reached after opportunity for reconsideration in light of the Executive Committee's recommendations, the recommending faculty unit may appeal the nonconcurrence either to the Board of Trustees or to the President. Under the *Faculty Code* and the *Procedures*, only the recommending faculty unit has the right of appeal to the Board of Trustees or the President. The faculty candidate is not involved in such a proceeding and does not have any right of appeal during the tenure or promotion review process. The faculty candidate's sole recourse under the *Faculty Code* and the *Procedures* is to file a grievance. In addition, an appeal by the recommending faculty unit may not occur until after the Executive Committee has reviewed the case, obtained information, made recommendations, and fully exercised its responsibility to seek concurrence between the recommending faculty unit and the administrative officers.

Consequently, an appeal to the Board of Trustees by the recommending faculty unit is likely to occur only when there is a fundamental disagreement over an important issue of academic policy between the recommending faculty unit and the administration, and when the Executive Committee has been unable to resolve that disagreement despite its best efforts. In such circumstances, the Executive Committee believes that the recommending faculty unit's right of appeal to the Board of Trustees is extremely important, because the Board of Trustees is in a unique position to review, mediate and resolve disagreements over fundamental issues of academic policy between the faculty and the administration. If the Board of Trustees did not fulfill this role of mediation and conflict resolution, such disagreements might remain unresolved and might lead to a breakdown of collegial relationships between the faculty and the administration.

In order for the Board of Trustees to effectively carry out its role of mediation and conflict resolution in the foregoing circumstances, the Board needs to fully understand the faculty's perspective with respect to an unresolved nonconcurrence. The Executive Committee strongly recommends that its Chair should be permitted to participate fully in

the CAA's deliberations with regard to each unresolved nonconcurrence, so that the Chair can provide the CAA with a full explanation of the faculty's views. To assist the Board of Trustees, the Executive Committee will specifically identify each area of disagreement over academic policy that is inherent in an unresolved nonconcurrence. In addition, when a disagreement relates to the quality of a faculty candidate's scholarship, the Executive Committee will recommend ways in which that disagreement could be resolved before any appeal is presented for the Board's consideration. For example, as stated above, the Executive Committee may propose that the recommending faculty unit and the dean should agree on the selection of additional reviewers to evaluate the candidate's scholarship.

I hope this memorandum will be helpful to the Board of Trustees and to the administration. Please let me know if you have any further questions about the Executive Committee's views concerning any of the foregoing matters.


Lilien F. Robinson, Chair
for the Faculty Senate Executive Committee

REPORT OF THE EXECUTIVE COMMITTEE

Lilien F. Robinson, Chair

September 7, 2007

I would like to express our pleasure on the attendance of President Knapp at the first Faculty Senate meeting of the academic year and to extend warm wishes to everyone for a productive and successful Senate session..

On behalf of the Executive Committee, I have the following report.

ACTIONS OF THE EXECUTIVE COMMITTEE

Resolutions:

The Executive Committee prepared two resolutions for today's meeting.

Resolution 07/2 amends the Faculty Organization to provide an additional seat on the Faculty Senate to the School of Public Health and Health Services to provide it with continuous representation on the Executive Committee of the Faculty Senate.

Resolution 07/3, as a follow up on the Faculty Senate's recommendations in its March, 2006 Resolution (06/5) on the 4x4 Curriculum Joint Task Force Report, calls for the establishment of a Steering Committee on Undergraduate Curriculum Review to work in concert with School Committees on a comprehensive undergraduate curriculum review.

Reports:

Parental Leave Task Force Report

The Executive Committee received the report of the University's Parental Leave Task Force, which had been charged with examining the University's parental leave policies. The report contains recommendations regarding both parental leave and disability leave for faculty. The report has been forwarded to the Committee on Appointment, Salary, and Promotion Policies and the Committee on Professional Ethics and Academic Freedom with the request that a joint subcommittee be established to review the recommendations and craft language for insertion into the Faculty Code and the Faculty Handbook, as appropriate.

Special Committee Assignment Updates:

School of Public Health and Health Services Faculty Code Compliance

The Joint Subcommittee of the Committee on Professional Ethics and the Committee on Fiscal Planning and Budgeting has reported receipt of a report from Dean Katz on the School of

Public Health and Health Services' non-compliance with the Faculty Code requirement regarding the ratio of tenure/tenure accruing to non-tenure accruing faculty.

In a memorandum to Dean Katz the Joint Subcommittee has provided a response, requesting a specific plan and realistic time table to achieve the required compliance with the Faculty Code. The matter remains in process.

Board of Trustees' "Resolution Concerning the Rigor of Review of Candidates for Tenure and Promotion in the Colleges and Schools of the George Washington University"

The Joint Subcommittee of the Committee on Professional Ethics and the Committee on Appointment, Salary, and Promotion Policies was asked to review issues, initially identified in a Board of Trustees' resolution and subsequently raised in a memorandum from the Board of Trustees' Committee on Academic Affairs, regarding tenure and promotion requirements and practices at the University.

Representatives of the Joint Subcommittee reported their findings and provided advice to the Executive Committee, which formed the basis of the latter's memorandum regarding issues of criteria, levels of responsibility, and the role of department faculty and school-wide personnel committees. The Executive Committee's memorandum was sent to Dr. Lydia Thomas, Chair of the Academic Affairs Committee of the Board of Trustees. That memorandum is being made available to the faculty as an attachment to this report and will be distributed with the Minutes of today's meeting.

PERSONNEL MATTERS

There are two grievances, one in Columbian College and one in the School of Engineering and Applied Science. The first is in appeal and the second in mediation.

A previously reported grievance in the School of Business has been settled.

OTHER MATTERS

Senate Committee Assignments

While some of the Senate Committees have already received requests for Committee action on a number of matters, all Committee Chairs will be receiving a list of new and continuing matters to be addressed.

Luncheons with Committee Chairs

As you may recall, during the 2006-2007 session the Executive Committee organized a series of luncheons with groups of Chairs of Senate Standing Committees. Because these meetings were so productive, the Executive Committee plans to continue the program during the Fall semester.

Faculty Assembly

Please be reminded that the Faculty Assembly is scheduled for Monday, September 10, 2007 at 3:00 PM in Lisner Auditorium. The agenda has been posted and distributed. Please make every effort to attend and urge your colleagues to participate.

Executive Committee Annual Report

Please note that the Executive Committee's Annual Report has been distributed to you. It will be attached to the Minutes of today's meeting.

NEXT MEETING OF THE EXECUTIVE COMMITTEE

The next meeting of the Executive Committee is scheduled for September 28. Resolutions, reports, and any other matters for consideration by the Executive Committee should be submitted prior to that date. Please note, that the Faculty Senate Offices are now on the fourth floor of Old Main.

Family Assembly

Please be reminded that the Family Assembly is scheduled for Monday, March 19, 2007 at 3:00 PM in the main Auditorium. The agenda has been posted and distributed. Please make every effort to attend and give your colleagues a heads-up.

Executive Committee Meeting

Please note that the Executive Committee's Annual Report has been distributed. It will be attached to the minutes of today's meeting.

MEETING OF THE EXECUTIVE COMMITTEE

The next meeting of the Executive Committee is scheduled for Wednesday, March 21, 2007 at 10:00 AM in the main Auditorium. The agenda has been posted and distributed. Please make every effort to attend and give your colleagues a heads-up.

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

The Faculty Senate

August 30, 2007

The Faculty Senate will meet on Friday, September 7, 2007, at 2:30 p.m. in the State Room, 1957 E Street, N.W., 7th Floor.

AGENDA

- 1. Call to order**
- 2. Approval of the minutes of the regular meeting of May 11, 2007 as distributed**
- 3. Resolutions**
 - (a) A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN WITH REGARD TO THE COMPOSITION OF THE FACULTY SENATE (07/2); Professor Arthur E. Wilmarth, Jr., Executive Committee of the Faculty Senate (The Resolution is attached)**
 - (b) A RESOLUTION ON ESTABLISHING A STEERING COMMITTEE ON UNDERGRADUATE CURRICULUM REVIEW (07/3); Professor Lilien F. Robinson, Chair, Executive Committee of the Faculty Senate (The Resolution is attached)**
- 4. Introduction of Resolutions**
- 5. Response of the Administration to Senate Resolutions for the 2006-07 Session (Administration's Response and Resolutions are attached)**
- 6. General Business**
 - (a) Nominations for election to Senate Standing Committees:**
Fiscal Planning and Budgeting: Professor Robert C. Waters;
Research: Professor Sharon F. Lambert
 - (b) Nominations for election to the Steering Committee on Undergraduate Curriculum Review (nominees to be announced)**
 - (c) Report of the Executive Committee**
 - (d) Annual Reports of Senate Standing Committees**
 - (e) Tributes to retiring faculty**
- 7. Brief Statements (and Questions)**
- 8. Adjournment**

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary

Attachments

A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN WITH REGARD TO THE COMPOSITION OF THE FACULTY SENATE (07/2)

WHEREAS, the Faculty Organization Plan currently allocates a single seat in the Faculty Senate and on the Senate's Executive Committee to the School of Public Health and Health Services; and

WHEREAS, the Faculty Organization Plan, under Article II, Section 5, subsection (a), currently establishes a three-year consecutive term limit on membership on the Senate's Executive Committee; and

WHEREAS, limiting the School of Public Health and Health Services to a single seat on the Faculty Senate and on the Senate's Executive Committee may come into conflict with the above term limit, NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

(1) That Article III, Section 2, subsection (a) (3) of the Faculty Organization Plan be amended to read:

"The faculty members of the Senate shall be elected by and from their faculties as follows: Columbian College of Arts and Sciences, nine; the Graduate School of Education and Human Development, School of Engineering and Applied Science, School of Business, School of Medicine and Health Sciences, and the Law School, three each; the Elliott School of International Affairs and the School of Public Health and Health Services, two each."

(2) That the President, as Chair of the Faculty Assembly, is requested to place on the agenda of the Faculty Assembly at its meeting on September 10, 2007 the proposed amendment to the Faculty Organization Plan; and

(3) That, upon approval by the Faculty Assembly, the President is requested to forward at the earliest opportunity the proposed amendment to the Faculty Organization Plan to the Board of Trustees for final approval, to become effective by January 1, 2008.

**Executive Committee of the Faculty Senate
August 24, 2007**

**A RESOLUTION ON ESTABLISHING A STEERING COMMITTEE ON
UNDERGRADUATE CURRICULUM REVIEW (07/3)**

WHEREAS, During the 2006-2007 academic year the Faculty Senate and School faculties engaged in considerable discussion of the report of the Joint Administration/Faculty Task Force and its recommendation of the adoption of a 4x4 undergraduate curriculum "scenario;" and

WHEREAS, After reviewing a report and recommendations of a Special Committee of the Faculty Senate, which evaluated the Joint Task Force Report, the Faculty Senate adopted Resolution 06/5 on March 9, 2007, which recommended that the faculties of the several Schools should be given "a reasonable opportunity to undertake a comprehensive review of their respective curricula" prior to any decision by the University to adopt the 4x4 "scenario;" and

WHEREAS, Resolution 06/5 further stated that "the Faculty Senate urges the faculties of the several Schools, beginning in the Fall of 2007, to undertake a comprehensive curriculum review in their Schools, in collaboration with the incoming administration of President-elect Steven Knapp;" and

WHEREAS, Resolutions passed by School faculties were basically consistent with the conclusions and recommendations of Faculty Senate Resolution 06/5; and

WHEREAS, President Knapp has expressed the Administration's support of a comprehensive review of the undergraduate curriculum and its accomplishment as a collaborative effort of the Deans, their faculties and the Faculty Senate; NOW, THEREFORE,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends the establishment of a Steering Committee on Undergraduate Curriculum Review, which should undertake a comprehensive review and evaluation of the University's undergraduate curriculum and, based on that review, should issue recommendations for revisions to that curriculum consistent with the University's stated aspirations for academic excellence, and

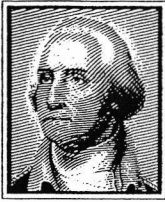
That the Steering Committee should consist of:

- 1. Five Deans (Columbian College, the Elliott School of International Affairs, the School of Business, the School of Engineering and Applied Science, and the School of Public Health and Health Services), one of whom should serve as Committee Co-Chair, and**
- 2. Five faculty members, nominated by the Executive Committee for election by the Faculty Senate, one of whom to be designated as Committee Co-Chair, and**
- 3. Five faculty members, one from each of the foregoing Schools, elected by the faculty of the school and appointed by the Dean of the respective School.**

BE IT FURTHER RESOLVED

That the Steering Committee should work in concert with each of the standing or specially established School Committees undertaking the comprehensive review of its School curriculum.

**Executive Committee of the Faculty Senate
August 24, 2007**



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON DC

THE PRESIDENT

TO: Lilien F. Robinson, Chair (2006-07)
FROM: Stephen Joel Trachtenberg
SUBJECT: Faculty Senate Resolutions: 06/1 - 07/1
DATE: June 12, 2007

Lilien: I am in receipt of your May 21 memorandum providing a tabulation of resolutions acted upon by the Faculty Senate during its 2006-07 session. As you requested, I am pleased to attach the response of the Administration to these resolutions for inclusion in the Faculty Senate Annual Report.

SJT/h
cc+: Donald Lehman

RESOLUTIONS 2006-07 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of the Administration
06/1	5-12-06	A Resolution to Support Student Representation on the Board of Trustees	Defeated	Acknowledged.
06/2	11-10-06	A Resolution to Amend the <u>Bylaws</u> of the Faculty Senate	Adopted	Enthusiastically received.
06/3	11-10-06	A Resolution on the Timetable for Action on the recommendations of the Joint Administration/Faculty Task Force on a possible four-Course, Four-Credit Undergraduate Curricular Structure	Adopted	Overtaken by events.
06/4	12/8/06	A Resolution on Construction of New Academic Facilities	Adopted as twice amended	Will inform administrative thinking; it is not seen as binding.
06/5	2-16-07	Substitute Resolution Regarding Recommendations in the Report of the Joint Administration/Faculty Task Force on a Possible Four-Course, Four-Credit Undergraduate Curricular Structure	Adopted as amended (including Appendix A)	Not appropriate for administrative comment.

RESOLUTIONS 2006-07 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of the Administration
06/6	3/9/07	A Resolution on Library Endowment Funds	Adopted as amended	Noted with encouragement to the faculty to help rise additional funds for the library
07/1	5/11/07	A Resolution of Appreciation	Adopted	The sentiments are received with Gratitude and reciprocated in Kind.

A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN WITH REGARD TO THE COMPOSITION OF THE FACULTY SENATE (07/2)

WHEREAS, the Faculty Organization Plan currently allocates a single seat in the Faculty Senate and on the Senate's Executive Committee to the School of Public Health and Health Services; and

WHEREAS, the Faculty Organization Plan, under Article II, Section 5, subsection (a), currently establishes a three-year consecutive term limit on membership on the Senate's Executive Committee; and

WHEREAS, limiting the School of Public Health and Health Services to a single seat on the Faculty Senate and on the Senate's Executive Committee may come into conflict with the above term limit, NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

(1) That Article III, Section 2, subsection (a) (3) of the Faculty Organization Plan be amended to read:

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(3) That, upon approval by the Faculty Assembly, the President is requested to forward at the earliest opportunity the proposed amendment to the Faculty Organization Plan to the Board of Trustees for final approval, to become effective by January 1, 2008.

**Executive Committee of the Faculty Senate
August 24, 2007**

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UNDERGRADUATE CURRICULUM REVIEW (07/3)**

WHEREAS, During the 2006-2007 academic year the Faculty Senate and School faculties engaged in considerable discussion of the report of the Joint Administration/Faculty Task Force and its recommendation of the adoption of a 4x4 undergraduate curriculum "scenario;" and

WHEREAS, After reviewing a report and recommendations of a Special Committee of the Faculty Senate, which evaluated the Joint Task Force Report, the Faculty Senate adopted Resolution 06/5 on March 9, 2007, which recommended that the faculties of the several Schools should be given "a reasonable opportunity to undertake a comprehensive review of their respective curricula" prior to any decision by the University to adopt the 4x4 "scenario;" and

WHEREAS, Resolution 06/5 further stated that "the Faculty Senate urges the faculties of the several Schools, beginning in the Fall of 2007, to undertake a comprehensive curriculum review in their Schools, in collaboration with the incoming administration of President-elect Steven Knapp;" and

WHEREAS, Resolutions passed by School faculties were basically consistent with the conclusions and recommendations of Faculty Senate Resolution 06/5; and

WHEREAS, President Knapp has expressed the Administration's support of a comprehensive review of the undergraduate curriculum and its accomplishment as a collaborative effort of the Deans, their faculties and the Faculty Senate; NOW, THEREFORE,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends the establishment of a Steering Committee on Undergraduate Curriculum Review, which should undertake a comprehensive review and evaluation of the University's undergraduate curriculum and, based on that review, should issue recommendations for revisions to that curriculum consistent with the University's stated aspirations for academic excellence, and

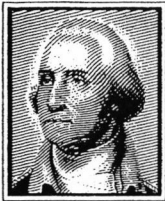
That the Steering Committee should consist of:

- 1. Five Deans (Columbian College, the Elliott School of International Affairs, the School of Business, the School of Engineering and Applied Science, and the School of Public Health and Health Services), one of whom should serve as Committee Co-Chair, and**
- 2. Five faculty members, nominated by the Executive Committee for election by the Faculty Senate, one of whom to be designated as Committee Co-Chair, and**
- 3. Five faculty members, one from each of the foregoing Schools, elected by the faculty of the school and appointed by the Dean of the respective School.**

BE IT FURTHER RESOLVED

That the Steering Committee should work in concert with each of the standing or specially established School Committees undertaking the comprehensive review of its School curriculum.

**Executive Committee of the Faculty Senate
August 24, 2007**



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON DC

THE PRESIDENT

TO: Lilien F. Robinson, Chair (2006-07)
FROM: Stephen Joel Trachtenberg
SUBJECT: Faculty Senate Resolutions: 06/1 - 07/1
DATE: June 12, 2007

Lilien: I am in receipt of your May 21 memorandum providing a tabulation of resolutions acted upon by the Faculty Senate during its 2006-07 session. As you requested, I am pleased to attach the response of the Administration to these resolutions for inclusion in the Faculty Senate Annual Report.

SJT/h
cc+: Donald Lehman

RESOLUTIONS 2006-07 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of the Administration
06/1	5-12-06	A Resolution to Support Student Representation on the Board of Trustees	Defeated	Acknowledged.
06/2	11-10-06	A Resolution to Amend the <u>Bylaws</u> of the Faculty Senate	Adopted	Enthusiastically received.
06/3	11-10-06	A Resolution on the Timetable for Action on the recommendations of the Joint Administration/Faculty Task Force on a possible four-Course, Four-Credit Undergraduate Curricular Structure	Adopted	Overtaken by events.
06/4	12/8/06	A Resolution on Construction of New Academic Facilities	Adopted as twice amended	Will inform administrative thinking; it is not seen as binding.
06/5	2-16-07	Substitute Resolution Regarding Recommendations in the Report of the Joint Administration/Faculty Task Force on a Possible Four-Course, Four-Credit Undergraduate Curricular Structure	Adopted as amended (including Appendix A)	Not appropriate for administrative comment.

RESOLUTIONS 2006-07 SESSION

Resolution Number	Date of Meeting	Title of Resolution	Action	Response of the Administration
06/6	3/9/07	A Resolution on Library Endowment Funds	Adopted as amended	Noted with encouragement to the faculty to help rise additional funds for the library
07/1	5/11/07	A Resolution of Appreciation	Adopted	The sentiments are received with Gratitude and reciprocated in Kind.

A RESOLUTION TO SUPPORT STUDENT REPRESENTATION ON THE BOARD OF TRUSTEES (06/1)

WHEREAS the Board of Trustees of The George Washington University is ultimately responsible for all University policy, and students are directly affected by policies set by the Board of Trustees

WHEREAS the University Statement of Student Rights and Responsibilities explicitly endorses student involvement in the governance of the university, in that

- a) Article I (C) states that "the student body shall have clearly defined means, including membership on appropriate committees and administrative bodies, to participate in the formulation and application of the institutional policy affecting student affairs," and
- b) Article V (A) emphasizes the intent to "encourage the inclusion of students as active participants in the formulation" of University-wide regulations; and

WHEREAS a 1970 Task Force appointed by the Trustees Commission on Student Governance recommended "fuller representation of student participation in academic policy making" and "more effective arrangements for bringing the thinking of students to the Board of Trustees"; and

WHEREAS the solutions that have been introduced—to appoint a recent Alum to the Board, or to invite students occasionally to speak to various Trustee Committees—do not succeed in providing full representation of student participation or in effectively bringing student thinking to the Board; and

WHEREAS students serve as Trustees in many private and public universities—including schools such as Duke, Tufts, the University of Miami and others that GWU considers its market-basket competitors; and

WHEREAS the current student body has demonstrated their high level of support for a Student on the Board through a Spring 2005 Student Association referendum and a November 2005 referendum, **NOW, THEREFORE,**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the faculty senate supports the creation of voting seats on the Board of Trustees of The George Washington University specifically for students enrolled in degree-granting programs of the University.

Joint Committee of Faculty and Students
April 1, 2006

Defeated, May 12, 2006

RATIONALE and HISTORY

The Inadequacies of the Current Representation

Alumni Representation. In the 1970s, the Trustees voted to include a recent alum to the Board to address concerns that the Trustees might not understand the concerns and perspectives of the student population. However, this change has not adequately addressed the problem because alumni are too removed from the daily life of the student body. While recent alums can provide insight into issues that were relevant during their experiences at GW, recent alums have little knowledge of current problems, concerns, or student perspectives. It is more appropriate and effective to have student perspectives offered from those who are immersed in current student life and are aware of the concerns of the current student body.

Student Presentations to Board: Students are invited to present to select Trustees Committees to provide a student perspective on issues where the Trustees consider such insights necessary. While students are certainly grateful for the opportunity to present, this format does not allow students to participate fully, and therefore cannot fully inform the Trustees of student concerns and perspectives. Furthermore, because the student presenters do not have a vote in policy decisions, this arrangement does not address the 1970s Trustee's Task Force concerns for "fuller representation of student participation in academic policy making."

Student President Participation. Currently, the Student President has the option to attend meetings but must serve as an observer, and therefore cannot participate in the development of policies and regulations for the University.

Student Support

Student support for a Student Trustee is currently high, and such support has a long history at the University.

- Spring 1973 Marvin Center Governing Board referendum "*Should the students have voting members on the Board of Trustees?*" 88.01% voted in the affirmative.
- Fall 2004-13 [Corr] Student Association Senate Resolution "*A Resolution to Support Student Representation on the Board of Trustees*" was passed on October 12, 2004 and signed by the Student Association President on October 18, 2004.
- Spring 2005 Student Association referendum "*Should the President of the Student Association be authorized to appoint voting Student Association Representatives to the University Board of Trustees?*" had a 71.86% vote in the affirmative.
- Fall 2004-35 [Henchman] Student Association Senate Resolution "*A Resolution to Reaffirm Support for Student Membership on the Board of Trustees, and related purposes*" was passed on November 9, 2005 by unanimous consent and signed by the Student Association President on November 12, 2005.

Student Trustees at Comparable Universities

Student Trustees are appointed to Boards of Trustees at a variety of American universities, and their experiences provide evidence that such arrangements are beneficial to the Universities. Student Trustees serve at (among others) Duke University, Southern Methodist University, Tufts University, University of Miami, Howard University, Cornell University, Brandeis University, and the University of California system. These universities employ a range of methods for appointing the Trustees, and designate their roles and responsibilities differently.

A RESOLUTION TO AMEND THE BYLAWS OF THE FACULTY SENATE (06/2)

WHEREAS, Section 10 of the Bylaws of the Faculty Senate lists the names of the Standing Committees of the Faculty Senate;

WHEREAS, Section 10 was amended by Faculty Senate Resolution 04/8 to delete a reference to the former Standing Committee on Administrative Matters as They Affect the Faculty;

WHEREAS, the Faculty Senate Executive Committee has determined that there is a continuing need for a Standing Committee whose stated mission will include responsibility for issues involving academic and administrative support for the faculty;

WHEREAS, the Executive Committee has concluded that such issues should be included within the stated mission of the Committee on Faculty Development and Support, and has therefore recommended that the name of that Committee should be revised to reflect its expanded responsibility; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That Section 10 of the Bylaws of the Faculty Senate be amended by replacing "Faculty Development and Support" with the following: "Faculty Development, Including Academic and Administrative Support."

**Executive Committee of the Faculty Senate
October 27, 2006**

Adopted November 10, 2006

**A RESOLUTION ON THE TIMETABLE FOR ACTION ON THE
RECOMMENDATIONS OF THE JOINT ADMINISTRATION/FACULTY TASK
FORCE ON A POSSIBLE FOUR-COURSE, FOUR-CREDIT
UNDERGRADUATE CURRICULAR STRUCTURE (06/3)**

WHEREAS, The George Washington University Administration established a joint Administration/Faculty Task Force (the Task Force) under the leadership of the Executive Vice President for Academic Affairs in April 2005 to examine the feasibility of introducing a four-course, four-credit undergraduate curricular structure and,

WHEREAS, the Task Force, after eighteen months of deliberations, produced and circulated a report on October 24, 2006 together with appendices covering minutes of Task Force meetings, visits to other universities/colleges - trip reports, summary of trip reports, models for the possible reduction of general education requirements, preliminary models of expense-reduction scenarios in converting from a 5x3 to a 4x4 curricular structure, goals and scenarios and,

WHEREAS, the Faculty Code of The George Washington University specifically grants the regular, active-status faculty an active role in the development, revision, or elimination of curricular offerings of each department and school and,

WHEREAS, the Administration accepted Resolution (05/5) adopted by the Faculty Senate, at its meeting on January 20, 2006 that the final report from the Task Force be submitted concurrently to the School Faculties and the Faculty Senate for full review, debate, and subsequent recommendations and,

WHEREAS, the Executive Committee of the Faculty Senate established a Special Committee of the Faculty Senate to receive and evaluate the report of the Task Force and to make comments and recommendations to the Faculty Senate and,

WHEREAS, on receipt of the Report on October 24, 2006, the Special Committee was convened on October 30, 2006 and arrived at an estimate of its responsibilities to assess the Task Force report together with relevant materials and documents available to it and not included in the Task Force Report and,

WHEREAS, implementation of a 4x4 curriculum would significantly change the organization and operation of the University's educational activities and would require the expenditure of enormous faculty resources for the next several years, and

WHEREAS, the Special Committee, in the light of previous status reports from the faculty representatives (as reported at the Faculty Senate meeting of April 14, 2006 and summarized in the minutes thereof), determined that the recommendations of the Task Force report would require additional inquiry and thorough deliberation by the Faculty Senate and by the Faculty members throughout the University through their School's Faculty meetings and committees, and

WHEREAS, such inquiry and deliberation could not be accomplished within a two-month timetable, and

WHEREAS, the Schools and the Faculty Senate must have sufficient time to comment on the Task Force Report and to make their recommendations in line with their responsibilities regarding any changes to the curriculum, **NOW, THEREFORE,**

**BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE
WASHINGTON UNIVERSITY**

That the Senate Special Committee and aforementioned School Faculties make their recommendations no later than one week before the Faculty Senate meeting of April 13, 2007.

Special Committee on the Proposed 4x4 Curriculum Report
November 7, 2006

Adopted November 10, 2006

A RESOLUTION ON CONSTRUCTION OF NEW ACADEMIC FACILITIES (06/4)

WHEREAS, investment in new academic facilities and programming is an investment in the future of students and faculty advancing the Institution's Strategic Goals for Academic Excellence, enhancing connections to external partners, improving the Institution's ability to compete with peer institutions, attracting benefactors, and expanding the endowment, and;

WHEREAS, the Administration recognizes the opportunities created by investment in new academic facilities and, consistent with this recognition, has identified four schools (SEAS, SPHHS, GSEHD, Law) and two centers (Science, Cancer) in need of new/expanded academic space, and;

WHEREAS, the approval of a new campus plan is pending and a Science Center¹ was identified earlier by the faculty as the top priority for investment among future academic projects (Senate Resolution 04/1), it is timely for the faculty to prioritize the programmatic needs for new facilities among the identified Schools and Cancer Center, and;

WHEREAS, the operations of the Institution in the main University and in the Medical Center are budgeted separately, it is appropriate to prioritize separately the need of each for new academic facilities, and;

WHEREAS, the Physical Facilities Committee of the Faculty Senate, charged with studying the programmatic needs of the identified Schools and Cancer Center, has completed this study and concluded that the magnitude of need is greatest in SEAS, followed by SPHHS and GSEHD with no decisive differences between the latter two, and that need in the Law School and Cancer Center is comparatively lesser, and;

WHEREAS, The Council of Deans and the Executive Committee of the Faculty Senate have reviewed both the data available to and the conclusions reached by the Physical Facilities Committee and have expressed confidence in these conclusions, **NOW, THEREFORE**,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That solely on the basis of programmatic needs:

1. ~~That~~ The Faculty Senate endorses investment in new facilities for SEAS as the priority second to a Science Center among future academic construction projects on the University side of the Institution, and;
2. That GSEHD assumes the priority second to a Science Center among future academic construction projects on the University side of the Institution if SEAS is accommodated in the Science Center as planned, and;

¹ present working name is Science and Engineering Complex

3. That SPHHS is the top priority among future academic construction projects on the Medical Center side of the Institution, and;
4. That existing, single use academic space that becomes available as programs transition into the new Science Center will be offered temporarily to GSEHD and SPHHS while these Schools await new facilities, and;
- ~~5. That the emphasis of advancement activities for new academic construction on the University side of the Institution should be in support of the Science Center, SEAS, and GSEHD and that the emphasis of advancement activities for new academic facilities on the Medical Center side of the Institution should be in support of the SPHHS.~~

Physical Facilities Committee
November 27, 2006

Adopted as twice amended, December 8, 2006

**SUBSTITUTE RESOLUTION REGARDING RECOMMENDATIONS IN THE
REPORT OF THE JOINT ADMINISTRATION/FACULTY TASK FORCE ON A
POSSIBLE FOUR-COURSE, FOUR-CREDIT UNDERGRADUATE
CURRICULAR STRUCTURE (06/5)**

WHEREAS, The George Washington University established a joint administration/faculty Task Force (the Task Force) under the leadership of the Executive Vice President for Academic Affairs in April 2005 to examine once again the desirability and feasibility of introducing a four-course, four-credit undergraduate curricular structure, and

WHEREAS, The Executive Committee of the Faculty Senate, in accordance with the Faculty Code, established a Special Committee of the Faculty Senate to receive and evaluate the report of the Task Force and to make comments and recommendations to the Faculty Senate, and

WHEREAS, the report of the Special Committee is attached hereto as Appendix A, and

WHEREAS, The faculty is committed to a comprehensive review and improvement of curriculum, and

WHEREAS, Resolution (03/4) adopted by the Faculty Senate concluded that a 4X4 curriculum would greatly diminish the opportunities for breadth and number of required and elective courses students could take, and

WHEREAS, The Task Force claimed that the proposed 4X4 curricular structure would facilitate academic excellence but did not provide persuasive evidence to support that claim, and

WHEREAS, Transition to a 4x4 curriculum would significantly disrupt the operation of the University's educational activities and would require the expenditure of enormous faculty resources for the next several years, and

WHEREAS, The Special Committee believes that a major curricular review should be undertaken, beginning in the fall of 2007, as a collaborative effort between the faculty and the incoming administration of President-elect Steven Knapp, and

WHEREAS, Exit surveys of graduating seniors have been cited as primary evidence of poor intellectual challenge and intellectual engagement, but such surveys are generally regarded as producing results of limited validity and recent surveys have actually revealed a modest improving trend under the University's existing curriculum, and

WHEREAS, Recent tabulations of undergraduate student course evaluations indicate students find that current courses are difficult and do provide a "great deal of significant high quality learning," and

WHEREAS, The Task Force report assumes that students who are not currently challenged will have their learning increased with decreased "seat time" and that substantial cost savings will result from the implementation of a 4X4 curriculum, and

WHEREAS, The academic literature shows that increased learning and favorable educational outcomes increase with higher amounts of "seat time," and accordingly, educational outcomes could not reasonably be expected to improve under a 4X4 curriculum that reduces the number of required classroom hours per semester, and

WHEREAS, The Faculty Senate therefore believes that the Task Force's proposed 4X4 "scenario," which could lead to a potential reduction of up to 20% in the amount of required classroom hours per semester, is not consistent with the University's stated aspirations for academic excellence, and

WHEREAS, Models presented in the Task Force report used to predict cost savings are simplistic and rely on unrealistic expectations, while reasonable alternative assumptions lead to predictions that costs could actually increase under a 4X4 curriculum, unless a 4X4 curriculum is simply used to inflate academic credit hours by reducing required classroom hours and faculty positions; NOW, THEREFORE,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends to the faculties of the Schools that the 4X4 curriculum model "scenario" as described in the report of the Task Force should not be adopted at this time, because that "scenario" has not been adequately justified and would prematurely commit the University to a curricular model with major potential flaws, before the faculties of the several Schools have been given a reasonable opportunity to undertake a comprehensive review of their respective curricula and to determine the desirability of fundamental changes to those curricula, and

That the Faculty Senate urges the faculties of the several Schools, beginning in the Fall of 2007, to undertake a comprehensive curriculum review in their Schools in collaboration with the incoming administration of President-elect Steven Knapp, and to establish metrics informed by

scholarly literature on the learning process that are reasonably designed to achieve the University's stated aspirations for academic excellence.

**Special Committee on the 4X4 Curriculum Report
February 16, 2007**

Adopted, as amended, February 16, 2007

APPENDIX A

The George Washington University Faculty Senate Special Committee on the Joint Administration/Faculty Task Force on 4x4 Curriculum Structure Report

Report to the Faculty Senate

February 16, 2007

The Special Committee has had three meetings this semester as follows: January 30, February 6 and February 13.

The subcommittees as previously reported in the interim report of the Committee presented their findings at the first of these two meetings. A resolution from the Committee for the Faculty Senate was prepared at the third. In brief, the presentations of the subcommittees follows:

Subcommittee I: Academic Motivation for Change to a 4*4 Curriculum.

The premise that a change in curriculum to the 4x 4 will increase the student perception of their level of academic challenge/engagement remains unproven. In 2003 the conclusion of a Study Group appointed by the President to study the risks and opportunities of moving from a 5 course to a 4 course semester are as valid in 2007 as in 2003 when the Academic Issues Subcommittee of the Study Group stated there is "little if any empirical research on the connection between a 4x4 or 3x5 and academic engagement, and it is therefore unclear whether a 4x4 system would be a solution to the problems it is meant to solve". (The report of the Educational Policy Committee and the resolution 03/4 of the Faculty Senate are in line with this). The only significant additional piece of data collected by the GW Task Force in the recent study is a comparison of opinions from faculty and others from schools with a 4x4 or some permutation thereof and the original premise is not borne out.

The Report of the Academic Excellence Strategic Committee in 2002 expressed concern over lack of academic challenge and over the low proportion of student time spent studying. This Committee made many suggestions for change that might reverse their concerns. Among these were changes that spanned recruiting/admissions, orientation, changes that could be made in the freshman, middle, and senior years as well as changes in faculty and campus culture and changes in the existing curriculum that fall short of converting to a 4x4. All of these suggestions have merit and would probably be easier and less costly to implement than a total curricular change. This Committee recommended the establishment of an Academic Excellence Oversight Committee to Oversee and assess the changes recommended by the Committee. This does not appear to have been carried out.

Exit surveys of graduating seniors have been cited as a primary evidence of poor intellectual challenge and intellectual engagement. In 2002 the question about academic challenge was added to the survey and in 2005 the question about intellectual engagement was added (a short track record). These scores are revealing a modest improvement in trend (no statistical evaluation given) over this time. In 2003, 2004, and 2006, respectively, 57%, 62%, and 66% of the sample responded that intellectual challenge was high/somewhat high in the major and in 2004 and 2006, 30% and 33% of the sample responded that intellectual challenge was high/somewhat high in the introductory courses. Similarly, in 2006, 77% of the sample responded that the level of engagement in the major was somewhat/very high and 46% responded that the level of engagement was somewhat/very high in the introductory courses. While these values are lower than desirable, it is interesting to note that over this same time period, 85-86% of the sample is satisfied with the quality of their education, 82-89% is satisfied with GW, and 80-88% of the sample is satisfied with the courses in their major while 69-74% of the sample is satisfied with the introductory courses. To the extent that the survey data is relied upon to stimulate curricular change, one might conclude that the larger problem lies with the introductory courses and that these should be given some attention.

If there was indisputable evidence that a change to a 4x4 curriculum would lead to a significant financial saving that would go into academics without the curricular change detracting in the least from the academic experience, this would be a valid reason, in our opinion, to undertake the curricular change. Such evidence does not seem to exist. It would seem that a study within the Schools of their existing curriculum and how it might be improved is very much in order.

Subcommittee II: Specific Issues Related to 4x4 Implementation.

The Joint Administration Task Force (4x4 Task Force) identified several issues that the Committee investigated: accreditation, transfer students, double majors, 5 year undergraduate programs, study abroad programs, impact on graduate programs and seat time.

The accreditation issue does not appear to present difficulties to all programs. For example, it has been reported that it does in the GW Law School but it does not for GSEHD. A member of the Board of Examiners for NCATE did mention that it was unusual in graduate programs; he had not seen a 4x4 in any visits he had made on behalf of NCATE.

Transfer students all must have their transcripts reviewed and the admissions personnel in each college must then translate all courses into credits to fit the proposed new curricular structure. This is more complicated when translated by semester into a different format. It is time consuming as it cannot be uniformly done, but must be reviewed by personnel individually. This would be labor intensive.

Students with double majors present a significant concern for the proposed new curricular structure. Course requirements would need review and revision. It would present a new set of challenges and would require greater clarity about the impact beyond what the Committee could find. However, study abroad programs do not appear to have as many implications other than the obvious one - semesters are easier to arrange students programs and travel within the traditional structure. Additional data is needed to respond to this issue. This would include the needs of international students as well. No adequate study of the implication of the 4X4 on international students with regard to their needs, their attendance patterns and expectations has been carried out.

Contact hours, referred to as "seat time" is also a major concern. Current scheduling practices are already creating "seat time" challenges. The new time bands used by GW to alleviate the classroom space issues have already reduced the class contact hours. However, the principal concerns expressed by faculty were marketing and recruitment, particularly for graduate programs. The compressed time frame would significantly impact the recruitment process.

Report of Subcommittee III: Financial Motivation for Change to a 4x4 Curriculum

The Joint Administration Task Force (4x4 Task Force) Report claims that switching from the current 5x3 to a 4x4 curriculum structure would reduce instructional costs significantly. Scenarios evaluated in Appendix D of the 4x4 Task Force Report forecast cost savings ranging from 5 to 15 million dollars per year. These forecasts are produced by the assumption that 350 fewer courses/sections would be offered saving both labor and classroom rental costs. We note that among the "market basket schools" that GW is usually compared with, only 4 of the 15 schools have "some kind" of a 4x4 curriculum structure. Some of the others have already considered and rejected adopting a 4x4 curriculum.

Understanding the Basis for Forecasting of Cost Savings

The forecast of cost savings is based on a forecast of a 20% reduction in classroom teaching time per student, from 12.5 hours per week to 10 hours per week with no change in class size. This would necessitate a 20% reduction in the requirements for graduation from the current 40 courses to 32 courses. With no change in the number of courses taught by each faculty member, cost savings would arise due to a smaller wage bill for faculty and some reduction in classroom rental costs. (The 4x4 Task Force Report claims, without proof, that this reduction in classroom time would have a positive effect on student learning. This contention stands in contrast with literature on educational outcomes where there is evidence of a significant positive product of classroom time.¹ Furthermore, the 4x4 Task Force Report forecasts ignore the fact that, at some universities the 4x4 provides the same or even more than the 12.5 hours of classroom time as is currently provided in the 5x3.) It appears that the 4x4 Task Force failed to produce a forecast of cost savings that would accompany a shift from 5x3 to the type of 4x4 in which classroom teaching time would not be reduced. Our expectation is that there would be no cost savings in this case.

Accordingly, our brief examination of the economics indicates that switching to a 4x4 with no reduction in classroom time (call this a 4x4-12.5 classroom hours) would result in a significant cost increase. The arguments supporting this position will be apparent upon reading the remainder of this report. Therefore, the only question remaining is the forecasts of cost savings for changing from a 5x3-12.5 to a 4x4-10.0 – i.e. for the case in which classroom time is decreased by 20%. (No attempt will be made to compensate for the fall in educational output associated with a 20% decline in classroom time.)

¹ See for example, Robert A. Fitzgerald, "College Quality and the Earnings of Recent College Graduates," National Center for Educational Statistics, Research and Development Report, August, 2000. Also note that American Bar Association standards for accreditation include requirements for seat time per credit hour. See also the summary of effects on school performance generally in Erid Hanushek, "Assessing the Effects of School Resources on Student Performance: An Update," *Educational Evaluation and Policy Analysis*, Summer 1997.

Important Factors Not Considered in the Forecast of Cost Savings

The forecast of cost savings offered by the 4x4 Task Force Report omits a number of factors that could alter the conclusions substantially. A number of the most obvious of these omissions are enumerated below. Given the short time provided for the Committee's work, this list should not be regarded as complete.

1. The most significant cost savings to be realized for a 4x4 implementation is in the reduction of full-time active status faculty needs. Indeed, if a 20% reduction in full-time faculty is made to correspond to the 20% reduction in course offerings, a substantial savings will be realized. On the other hand if the 20% reduction in faculty needs comes from a reduction in the vast number of part-time faculty the University employs – described as a desirable objective – there will be a cost increase because of the larger percentage of full-time faculty needed to staff the surviving courses. This decision is critical to understanding and estimating the financial impact of a 4x4 implementation.
2. The 4x4 Task Force Report notes that implementation costs associated with transforming a 5x3 into a 4x4 would be significant. Given that these costs would be experienced “up front” they could be more consequential than any future cost savings. Indeed, the “bottom line” effect of the switch should be based on discounting the early transition costs and any future cost savings to a present value.
3. The 4x4 Task Force Report forecast is based on the assumption that, under a 5x3 each student takes 5 courses per semester and under a 4x4 each student takes 4 courses per semester. However, students are far more likely and able to depart from the standard of 4 courses under a 4x4 than under a 5x3 curriculum. Indeed, if anything, the 5x3 invites students to take fewer courses per semester while the 4x4 encourages students to take more than 4 courses per semester. If students responded to the 4x4 by taking an extra course, it would become a 5x4 and the number of total courses taken by students will not be reduced much. Under these circumstances the forecasted cost savings would fall substantially.
4. If students adjust course loads as noted above, and the requirement for graduation is 32 courses, and additional course credit can result from advanced placement or summer sessions, many students may routinely graduate in 6 or 7 semesters rather than 8 as is now the norm. In addition to obvious effects on the “class tradition” associated with the 8 semester norm, this will impose significant additional costs due to the cost of recruiting new students to fill enrollment.
5. The 4x4 Task Force Report focuses on engagement of students and expenditure per student as problems – the former to be increased and the latter decreased. Based on an informal analysis of higher education, we suspect that educational engagement of students and expenditure per pupil are positively related! The 4x4 Task Force Report never considers the possibility that the low level of instructional expenditure per student at GW is the impediment to greater student learning and satisfaction! We believe that a comparative analysis of instructional expenditures per pupil at GW and market basket schools would confirm the hypothesis that GW expenditures are currently too low rather than too high. Accordingly, we

recommend that, going forward, a comparative cost analysis of GW and market basket schools be performed on cost data which separates expenditure by instructional expense (i.e. faculty salaries by full time-part time), educational support, libraries, academic plant, general and administrative, categories so that future planning can focus on cost savings in areas where current expenditures per pupil are inconsistent with the competition.

Conclusions

Based on the above considerations, we conclude that switching from a 5x3 to a 4x4 with reduced classroom time could result in either net cost savings, no significant change in net costs, or net cost increases for the institution depending on implementation decisions and the relative effects of the items noted above and not considered in the 4x4 Task Force Report. Given that the effect on learning from a reduction in classroom time is considered to be negative by most faculty (note that this proposal is not suggested for the School of Law because accreditation there is based on the assumption that learning is positively related to classroom time), it is curious that there is any support for such a change.

Respectfully submitted, Robert J. Harrington

Members of the Committee: Professors Abravanel, Biles, Cherian, Gallo, Kahn, Ticktin, West, Yezer & Harrington (Chair)

A RESOLUTION ON LIBRARY ENDOWMENT FUNDS (06/6)

- Whereas, The George Washington University aspires to “move solidly into the ranks of first-tier educational institutions” (Strategic Plan for Academic Excellence, Goal 1); and
- Whereas, the University further seeks to “strengthen GW’s infrastructure, including the University’s libraries” (Goal 5); and
- Whereas, neither goal can be attained without first-tier library resources; and
- Whereas, both endowments and university allocations are vital sources of funding for the libraries; and
- Whereas, funding for the Gelman Library System from both endowments and University allocations is significantly lower for collections than is funding for library collections at most institutions in the University’s market basket.
- Whereas, surveys of faculty and students have consistently shown dissatisfaction with the depth and breadth of the collection of the Gelman Library; and
- Whereas, it is in the interest of the Faculty Senate and the University that library resources available for research and instruction be of the highest quality;
NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the University Administration request that the University Librarian, in consultation with the Committees on Libraries and Fiscal Planning and Budgeting, provide the Faculty Senate, for its consideration and response, a plan through which, by gradual increases in the library collection budget beginning in FY 2008, and without jeopardy to other GLS needs, the collection budget will reach a level equal to the average level of materials expenditures in GW’s market basket group within a time frame commensurate with the University’s “first-tier” aspirations; and
2. That the University Administration raise to “University-level” status its fundraising efforts for The Gelman Library System in order to meet Goal 5 of the *Strategic Plan* (strengthening GW’s infrastructure) as well as Resolving Clause Number 1 of this resolution (gradually increasing the library collection budget).

Faculty Senate Committee on Libraries
Professor Alan G. Wade, Chair
February 5, 2007

Adopted as amended, March 9, 2007

A RESOLUTION OF APPRECIATION (07/1)

WHEREAS, Stephen Joel Trachtenberg has served for nineteen years as President of The George Washington University with imagination and energy during a period of significant growth and transformation for the University, including the construction of new residence halls and academic buildings, a redesign of the Foggy Bottom campus, acquisition of the Mount Vernon campus, and further development of the Virginia Campus, and

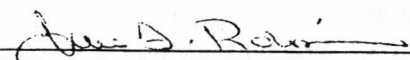
WHEREAS, he has announced that he is leaving this position in July 2007 to become a member of the faculty, and

**WHEREAS, the Board of Trustees of The George Washington University, in recognition of his achievements, has appointed him University Professor of Public Service;
NOW, THEREFORE,**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate expresses its appreciation to Stephen Joel Trachtenberg for his many years of service to The George Washington University and his efforts to promote a wider recognition of the University's accomplishments throughout the nation and the world, and welcomes him as a faculty colleague.




Lillian F. Robinson, Chair
Executive Committee of the Faculty Senate
May 11, 2007